

UAS Chancellor's Advisory Committee on Alaska Native Education (CACANE)

Meeting notes for 2/1/2022

Members Present:

Ronalda Cadiente Brown, Pearl Brower, Xh'unei Lance Twitchell, DaxKilatch Kolene James, Forest Haven, Eedaa Heather Burge, Sonia Ibarra, Xeetli.Eesh, Lyle James, Tina Ryman, Mischa Jackson, Daxootsu, Judith Ramos

Meeting summary:

CACANE's meeting agenda included updates from Committee Members, edits to the CACANE Priorities AY2022, revisions include alignment with ANSI Priorities. Deadline for edits is Friday, 2/4, end of the day. Xh'unei, Ronalda, and DaxKilatch Kolene have a meeting with Chancellor Carey 2/7 to review CACANE's priorities for AY2022.

Next meeting for CACANE is 3/1, 11:30am - 1pm via zoom.

Attached:

AY2021 CACANE Priorities



UNIVERSITY of ALASKA SOUTHEAST

Chancellor's Advisory Council on Alaska Native Education

2021 Priorities

PRIORITY 1:

Establish a UA College of Alaska Native Languages

- 1) Offer certificates, undergraduate, and graduate degrees in Alaska Native Languages, and eventually Alaska Native Arts and Alaska Native Studies (with emphasis in Leadership, Tribal Governance, and Federal Indian Law).
- 2) Support continued expansion of Indigenous language programs.
- 3) Create a pathway for Alaska Native Language speakers to become Alaska State Department of Education certified teachers.
- 4) Create a pathway for teachers of Alaska Native languages to become licensed teachers
- 5) Build bridges between UAS, UAA, and UAF, Tribes, ANCSA Corporations, and Alaska Native Heritage Nonprofits to incorporate best practices from each MAU into our curriculum, pedagogy, and programs by creating and supporting an Indigenous language curriculum committee throughout UA.
- 6) Create education courses within the Alaska College of Education to support second language acquisition and bi-literacy instructional strategies.

PRIORITY 2:

Solidify the Alaska Native Studies program at UAS

- 1) Move all Alaska Native content courses that are in Anthropology to Alaska Native Studies.
- 2) Encourage all existing degree programs to be inclusive of Indigenous Studies content into their degree and certification pathways.
- 3) Support development and expansion of the Northwest Coast Arts program.

PRIORITY 3:

Elevate the effectiveness and impact of CACANE by formalizing the functions and effectiveness of the Alaska Native Studies Council and renaming CACANE to the UAS Council on Alaska Native Education

- 1) Formalize the functions and composition of the Alaska Native Studies Council within UA to demarginalize Alaska Native faculty, staff, and administration
- 2) Create a co-governance model with tribal representation by Southeast Tribes, ANCSA Corporations, and ANCSA Heritage Nonprofits in a co-governance that is called the UAS Council on Alaska Native Education.
- 3) Include an indigenous land acknowledgement statement on the UAS website.
- 4) Establish clear pathways for courses to be reviewed to fulfill the Alaska Native Knowledge Graduation Requirement.

PRIORITY 4:

Establish a target increase of Alaska Native Faculty from 4% to 10% by 2025, and to 20% by 2035

- 1) Consider a cluster hire of Indigenous faculty/staff.
- 2) Establish a goal of 20% of AN faculty to align with the state of Alaska's Alaska Native population percentage and a minimal goal.
- 3) Mandate CACANE representation, or someone nominated by CACANE, on every UAS search committee
- 4) Identify and recruit available Alaska Native faculty, including those no longer at UAF and UAA.
- 5) Continue to include a statement of commitment to recruiting, hiring, and retaining Indigenous faculty and staff on all employment announcements
- 6) Offer on-boarding support for new Indigenous applicants transitioning into a new position

PRIORITY 5:

Build a robust Indigenous student population through targeted recruitment, retention, and graduation efforts

- 1) Provide (Mandate) orientation of all faculty and staff to the Indigenous population and resources available to support Indigenous student success.
- 2) Provide an annual data briefing with CACANE from the Institutional Effectiveness office on UAS Alaska Native student enrollment (FT, PT, and by program), performance, and graduation, as well as faculty and staff demographics.
- 3) Expand rural recruitment efforts.
- 4) Create an orientation program for Indigenous students

PRIORITY 6:

Implement a mandatory training on cultural safety and equity for faculty, staff, administration, and students and then develop and implement measures for incident reporting and including cultural safety and equity into employee review.

- 1) Mandate annual training on cultural safety and equity for all faculty, staff, administration, and students.
- 2) Develop a system of maintaining certification for cultural competency and equity that ensures that all faculty, staff, and administration enroll in training and encourages participation
- 3) Develop a cultural safety and equity working group that can mediate situations and determine the path forward when cultural safety and equity are violated in academic situations
- 4) Develop a transparent process of reporting violations of cultural safety and equity and training faculty, staff, administration, and students on the processes and procedures for maintaining equity cultural safety.
- 5) Ensure that committees and working groups at UAS are diverse and include Alaska Native peoples whenever possible.

PRIORITY 7:

Build community connections

- 1) Build bridges to our rural communities and strengthen the ties between Ketchikan, Sitka, and Juneau campuses.
- 2) Mandate that all academic programs develop and implement a plan to tie their studies and recruitment to all Tribes and ANCSA Corporations in Southeast Alaska
- 3) Partner with the community to restore Tlingit place names community-wide.
- 4) Explore partnership with Sealaska on the Northwest Coast Arts campus/programs.